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ABSTRACT

This book is intended to serve as a reference and guide for professionals developing Individualized Education Programs (IEPs) and planning lessons for children with communication disorders. The guide has nine sections related to areas of communicative difficulty. Each section is organized into 2 to 19 yearly objectives, under which are lists of classroom and individual objectives. The nine chapters address: (1) pre/early language (sample yearly goals of two-word utterances); (2) vocabulary and semantics (sample goals concern verbs, definitions, synonyms, analogies, figurative language); (3) syntax and morphology (sample goals consider articles, plurals, future tense verbs, wh-questions, and written expression); (4) pragmatics (conversational skills, classroom communication skills, and school survival skills); (5) thinking and problem solving (question comprehension and critical thinking); (6) listening for information (auditory discrimination and memory, auditory closure and sound blending, oral directions); (7) articulation (the traditional approach and a phonological process approach); (8) voice; and (9) fluency. An appendix gives examples of sentence types. (Contains 25 references.) (DB)

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